



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

do not expect to learn history, or geography, or science, *as such*, from the Holy Scriptures: although marvelously they never *contradict* truth even in these." The second writes: "It is part also of her training as a Bible student that she should notice the existence of double and treble narratives giving different accounts of the same event; and the teacher will encourage her to press for a solution. Here is a so-called Bible difficulty which turns out to be the clue to a very important literary discovery: the faithful young student begins to detect for herself the composite authorship of the ancient books."

The various selections are of unequal value, but taken together they afford an interesting view of the general situation. There naturally arises comparison with such books as *The Public School from Within*, and Dr. Hodson's *Broad Lines in Science Teaching*, representing in the first case boys' schools and in the second a co-educational school. It would seem that in scholarship requirements the girls' schools do not rank fully with the others, but that in practical considerations they are developing many valuable features.

Present interest in America in dormitories will lead to especial consideration of chap. xxi. The chapter on examinations shows that tendencies in England are not unlike those in America.

FRANK A. MANNY

THE BALTIMORE TEACHERS' TRAINING SCHOOL

Annals of Educational Progress in 1910.—A Report upon Current Educational Activities throughout the World. By JOHN PALMER GARBER. (Lippincott's Educational Series, edited by M. G. BRUMBAUGH.) Philadelphia: J. B. Lippincott Co., 1911. Pp. 396. \$1.25 net.

This volume is the first of an annual series which aims to make "a survey of the present educational conditions throughout the world." Its purpose is to give a source from which one may obtain with a minimum of effort concise information concerning current educational conditions. Mr. Brumbaugh says in his preface to the book: "His [the author's] treatment is not encyclopaedic, nor is it merely reportorial; it is in the truest sense interpretative, giving the reader not only the facts of present-day education throughout the world, but an insight into the meaning of these facts as they relate themselves to the general philosophy of education and as they interpret themselves in terms of practical procedure."

The book is divided into seven parts. In Part I the author deals with the subject of vocational and agricultural education, the former of which he characterizes as "the most prominent topic before the educational world." He makes a very clear analysis of the problems underlying vocational education, and discusses its relation to both the present school work and to industry. In Part II the subject treated is "developments directly affecting the public schools," under which are discussed such practical topics as how to keep pupils in school, care of the health of pupils, and special types of pupils. Part III covers the developments in higher institutions of learning, and Part IV, teachers' salaries, pensions, etc. In Part V the author leaves the internal affairs of the school and turns to "social problems" related to the school, such as child labor, public health, the conservation movement, play-grounds, morals and education, etc. "Foreign Educational Interests" is the title of Part VI, in which the author within the brief compass of sixty-five pages states some interesting facts in educational development in some twenty countries throughout the world. Part VII is divided among the

following subjects: meetings, of which only three are evidently considered worthy of notice in this treatise (the National Education Association, the National Society for the Promotion of Industrial Education, and the International Commission on the Teaching of Mathematics); education in the states, under which topic, in about twenty pages, facts are stated which show important changes in educational conditions in thirty-five states during 1910; and miscellaneous, under which some interesting data are grouped concerning gifts to education and some general laws on the subject.

Certainly the undertaking of the author is ambitious: to gather and sift the important facts in the educational world and to present them to the public in satisfactory form is a gigantic task. Nevertheless this first volume is decidedly satisfactory. It contains much useful information clearly interpreted, thus making it available for a large number of general readers. In the interpretation of facts the author has shown a keen insight and a clear understanding, and has avoided trying to forecast the outcome of the tendencies he describes. The arrangement of the book might be adversely criticized as not being well adapted to a series of this kind, in which there is bound to be a shifting of emphasis from one topic to another. The present volume passes from problems relating to elementary, secondary, and higher education to social problems; then to education in foreign countries; then to meetings; and then back to detailed educational legislation in the various states.

Certain questions arise in one's mind after reading the book. First, are all of the tendencies noted and all the changes discussed to be considered as constituting "progress"? It is hardly conceivable that all of the changes which are described in this book as going on in the world in the field of education are really progressive and in the right direction, as the title of the book would imply. Second, are there sufficiently clear developments in educational procedure and practice, throughout the whole world even, within a twelvemonth, to make an annual volume of this kind worth while, even if it would be valuable less often? For example, will not vocational education be our chief educational topic a year from now? Is it not almost inconceivable that any other subject will come into our educational discussions for several years which will be so prominent? Third, why has the author omitted every reference to any source from which he drew his material? The scientific attitude of mind among educators demands that statements of fact be buttressed with authority as well as accompanied with references in order that further study of the facts stated may be carried on by those particularly interested. The book is distinctly less valuable because it lacks a good bibliography.

FRANK W. BALLOU

THE UNIVERSITY OF CINCINNATI